

The Development of Historical Instruction/Teaching Material in Senior High Schools Based on Local History with SOI Approach

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ABSTRACT

Purpose: The purpose of this research is to develop more comprehensive model of historical instructional materials that is a model of local history-based teaching materials and oriented to local historical events. The method used in the development of historical instructional materials is Research and Development (R & D) approach. This research is to formulate a development model of teaching materials on Indonesian history with local history. So the appropriate method in this research is the R & D method/approach. The development of historical materials based on local history will give students an understanding of the historical values that occur in their environment so that the understanding level of historical values will more achieve the target in the historical learning objectives.

Method: The method used in the development of historical instructional materials is Research and Development (R & D) approach. This research is to formulate a development model of teaching materials on Indonesian history with local history. So the appropriate method in this research is the R & D method/approach.

Findings: The developed product is teaching materials about Indonesian history arranged on the concept of SOI (Selecting, Organizing, and Integrating.). The development of historical teaching materials with SOI begins with the gathering of local historical sources which are relevant to the national curriculum on the history subjects. The selection result based on the observations of historical objects and oral sources is combined with existing knowledge of history and sorted which is included in national curriculum. After the materials are selected/sorted then the next stage is to organize them which are suitable with material orders (basic competence) on nasional curriculum. The last stage before organizing the teaching materials is to combine the local history with national curriculum of history subjects into the historical teaching materials. The product of teaching materials is able to accommodate the materials of local history relating to the basic competence in the national curriculum.

Keywords: Teaching, materials, local history, SOI.

INTRODUCTION

One effort in order that the history learning which gets the students' attention is

the development of teaching/instruction material. The development of this teaching material is important to do because the

teaching material can improve the effectiveness and efficiency of learning. The teaching material can serve as a guide for the teachers who direct the learning activities and contains the substances of competence that will be taught. The Curriculum of Education Unit Level (Kurikulum Tingkat Satuan Pendidikan/KTSP) provides the opportunities for teachers to develop materials according to the students' needs and the learning objectives. This curriculum provides the opportunities to the teachers to develop teaching materials from the materials or the local history adapted to the national curriculum. The instructional material is an important part in the implementation of education in schools. The existence of teaching materials gives the advantages for the teacher and the students. The teachers will be easier to do the task/study of teaching and the students are more helped in the

mastery of the subject matter. The history lesson focuses on the understanding of the values which are contained in the events and education values. In essence, the history function is essentially to increase the deep understanding or the comprehension of the past and the present in the future interrelationships.

The history education in this global era faces challenges and is required the society's contribution to further improve the history awareness, both in his position as a society member and citizens, as well as strengthen the national spirit and love for the homeland/country without ignoring the togetherness or a sense of community in the nations life in the world. The history education can increase the history awareness to build the students' personality and mental attitude, as well as raise the awareness of some of the most fundamental dimension of human existence, namely a continuity. The continuity is basically a continuous movement of the transition from the past to the present and the future. Besides that, the history education is demanded to pay attention to the development of thinking skills in the learning process. Through the

history education, the students are invited to study the life correlation that he, the society, and his nation experience involve, so that they grow into young generation who have history awareness and get inspiration or wisdom from the stories of heroes, as well as a national tragedy. Ultimately, it can support the formation of thinking patterns toward the rational-critical-empirical thinking and the history learning that develops the attitude of appreciation in the values of humanity.

The Local history gives the students' sensitivity level of the history because the students will better understand the objects that occur in their environment. Besides, the local history has the history of local wisdom values that exist in society. The values of local wisdom can be a material for the formation of the students' character.

Many local events have become the study of history but they have not been accommodated in the learning materials of Indonesia history. The relationship of socio-cultural background and the nation building are that Indonesia nation possess social and cultural diversity in the past community and in many places they have become the study of local history. The national events which become national historical materials relate to the local events that become the study of local history. Therefore the materials of national history can be more interpreted if it would be able to be connected with local history materials.

A number of local events that become the local history studies need to be selected. Not all local histories become the local historical material in the development of historical teaching materials that become the substance of national history. In integrating curriculum with local history curriculum, it needs the intelligence and accuracy to select the materials of local history which have correlation with the materials in the national curriculum.

Theoretical Study

The purpose of history education by Bourdillon in Kochar (2008) is to help

learners to achieve the following capabilities: (1) understand the past in the present context, (2) generate the meaningful past interest, (3) help to understand the self identity, family, community, and nation, (4) help to understand the basis of culture and inter-relationships with the various aspects of real life, (5) provide knowledge and understanding of the countries and the cultures of other nations around the world, (6) train inquiry and solve the problems, (7) introduce the scientific mindset of the historical scientists, and (8) prepare the students to pursue the higher education. The principal of idea about the objectives of history education above are also contained in the formulation of historical educational objectives in Indonesian. A similar view is also expressed in the formulation of educational goals in the history of Indonesia. It states that history education aims to make the students realize the process of society's change and the development in the time dimension and to build perspective and historical awareness as well as in finding, understanding, and explaining the national identity in past, present, and future in the midst of a changing world.

The instructional materials or the learning materials largely consists of knowledge, skills, and attitudes that the students need to learn in order to achieve the standard of specified competence. In detail, the types of learning materials are composed of knowledge (facts, concepts, principles, and procedures), skills, and attitudes or values. The history subject that refers to the syllabus set forth by BSNP (National Education Standards Committee) and then developed in the historical learning materials is less attractive to students due in part to repeat the historical material on the previous level and its themes of political history at the national scale. The historical material rests on the results of the second national congress of the history in 1974, which is implemented in national history book Indonesia volumes I through VI vol. In its development, the historical material should be reconsidered

both substance and oriented study. The efforts to revise the results of the 2nd congress of National Historian in 1974 have been done but these efforts have not succeeded in revising the historical material of Indonesia. Therefore in the Curriculum of Learning Unit Level (*Kurikulum Tingkat Satuan Pembelajaran*), there are some opportunities to develop the learning materials of history, especially the local history in an effort to increase attention and minded on the obtained historical material.

According to Piaget (in Paul Suparno, 2008: 18), knowledge is formed according the activation of the people in dealing with the issues/problems, materials, or new environment. This means that in forming of knowledge, the man himself who forms it, while the process of formation of new knowledge by Piaget is through assimilation and accommodation. Assimilation is the formation of new knowledge structures based on the existing knowledge, while accommodation is the process of receiving/accepting new experience that is not appropriate with the old knowledge so that it causes an imbalance (disequilibrium). To achieve balance, the old knowledge structure is modified to accommodate and adapt to the emerging experience. The occurrence of this balance indicates an increase in intellectual property.

The learning process that is done by many teachers today who are inclined to tend the curriculum target emphasizes on memorizing rather than understanding concepts. It can be seen from the learning activities in the classroom that is always dominated by the teacher. In this materials presentation, the teachers usually use the lecture method that the students just sit down, take notes, and listen to the materials what the teachers convey and it gives little opportunity to the students to ask questions. Thus, the learning situation is not conducive as the result that the students become passive.

METHOD

The research was conducted in social class (IPS) at class XI in SMAN 1 Surakarta by the number of students in IPS I are 24 students; IPS II consists of 26 students, and IPS III consists of 26 students. This research was developed with the method of Research and Development (R & D). The R & D method is a research method used to produce a particular product and to test the effectiveness of the product (Sugiyono, 2009: 407). This research is to formulate a model of the development of teaching materials on Indonesian history to local history, so the appropriate methods for this research is the method of R & D. The chronological steps in R & D methods provide space for the researchers who are trying to make the product in the form of historical teaching materials based on the local history and to test the effectiveness of the use of these instructional materials in teaching of Indonesian history which is suitable with the target and the specified criteria. This development is driven by the large positive values in local history in Surakarta whether it is oral history and history contained within the historical site / object. These great values have not been covered in the study due to the limitations in the national historical curriculum. To connect the condition, it is necessary to develop teaching materials that accommodate the local historical values of Indonesia history.

According to Borg and Gall (2003: 772-774), R & D research includes four stages, namely: (1) exploration, (2) development of a model draft, (3) testing the model, and (4) dissemination. Each step will be explained about the use of research approach, data sources, data collection techniques, data analysis techniques, and research time/schedule.

RESULTS

1. SOI as a Development Model

In the arrangement of the SOI learning approach, the materials which are presented/loaded in the basic subjects are sorted/selected based on the observation and

oral sources. After going through this sorting stage, the teaching materials are combined (organizing) with the existing knowledge that is based on the national curriculum of history. The last stage is the integration of the subject matter in the basic/main curriculum (integrating). This last stage has been established historical teaching materials with local history approach. These steps have been relevant to the SOI concept that is the learning which gives priority on the process of understanding by the learners themselves.

The learners knowledge can be achieved from the learning process, such as reading instructional materials. Referring to the concept of SOI, the learners/the students can construct knowledge from many sources both visual and audio aids. Directly the learners' knowledge do the filtering of the many information and the students will only select the information that they want. The selected information will be sought to be remembered. If all the knowledge that are gained either intentionally or not, directly just are memorized without sorting process, this will disrupt the formation of a knowledge concept. Through this stage means that one stage of SOI (selecting) has been reached (Mayer, 1999: 149).

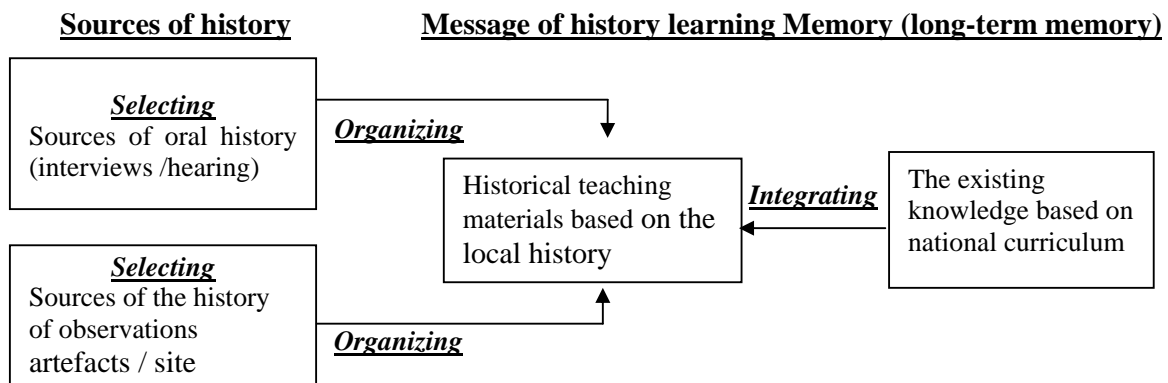
From the selected information, a learner will combine it with other information that has been acquired or is acquired. In this second process, it comes the denial or reinforcement. The differences of selecting, at this stage have led to the objectivity and accuracy of the data, while the selecting stages more emphasize on the relevance of the obtained information. In the second process is referred to as organizing. The information that is corroborated by other information or ideas will continue to compile or regenerate the development of a concept or knowledge.

The long-term memory is classified with the oral source tracking and the knowledge that has been selected will build paradigms of a concepts or thought. The third step is referred to as integrating, which is a paradigm development based on the

selected information which is faced with the learner's response both thought and mental attitude of the learner (Mayer, 1999: 151).

The learning history aims to understand the meaning of historical events and implant the values of nationalism and patriotism to the learners to form the students' national character. One form of the development is the comprehension of the noble values of the national culture contained in the social life of society. In relation to the history, of the course, will concentrate on the past values which can be explored based on artefacts, sosiofacts, and menifacts. The learning history should be able to develop the students' character according to the noble/great values of the national culture. In achieving that goals, it will require the effective historical teaching through the use of appropriate teaching materials and the teaching of history that is able to accommodate the values of local wisdom of Javanese culture

To achieve this goal, it needs the implant of the great/nobles values which are inherited by the ancestors prevailing in their environment. So that, it is necessary for the actualization of such values as a local history in historical teaching materials. In the development of the historical teaching materials with local history approach, the proper procedure is SOI (selecting, organizing, and integrating). The stages in SOI begins with collecting the local histories that are relevant to the national curriculum of history subjects and then the materials are sorted which are included in the national curriculum. After that, the next step is to organize the material in accordance with the order/sequence of the materials (basic competencies) in the national curriculum. The last stage before preparing teaching materials, is to combine the local histories with the national curriculum of history subjects into historical teaching materials.



The arrangement of historical teaching materials based on local history with SOI approach starts from reviewing the competence standards and the basic competence of the national curriculum, that is "analyzing the journey of Indonesia nation in the traditional countries". In one semester, there is one standard of competency that contains: (a) to analyze the influence on the development of Hindu-Buddhist religion and culture of the people in various parts/areas of Indonesia, (b) to analyze the development of

life countries of Hindu-Buddhist kingdom in Indonesia; (c) to analyze the influence on the development of Islamic religion and culture in various parts of Indonesia, (d) to analyze the development of life countries of Islamic kingdoms in Indonesia, and (e) to analyze the interaction process between local traditions, Hindu-Buddhist, and Islam in Indonesia.

Of the syllabus of national curriculum is developed the competency standards in the syllabus of the historical teaching materials based on local history, that is "analyzing the

journey/traveling of Indonesian people during the traditional countries in Surakarta", which contains the basic competencies: (a) to analyze the influence on the development of the Hindu-Buddhist religion and culture of the society in Cetho and Sukuh enshrinement complex; (b) to analyze the development of Hindu-Buddhist life in Indonesia and around the complex of Cetho and Sukuh enshrinement; (c) to analyze the influence on the development of Islamic religion and culture to the Surakata society through Sekaten tradition; (d) to analyze the development of the life of Islamic kingdoms in Surakarta: Kraton Kasunanan and Pura Mangkunegaran; and (e) to analyze the interaction process between local traditions, Hindu-Buddhist, and Islam in Surakarta.

After the concept of local history curriculum is obtained, the next step is to arrange the materials of local history based on the theme of local history. The materials are arranged with Selecting, Organizing, and Integrating (SOI) method from Mayer (1993). The SOI process is done by selecting the local historical material that will be included as a local history in local historical subjects. After that, the selected materials are gathered in the form of teaching materials in accordance with Curriculum of Learning Unit Level. Next, the historical teaching materials based on the local history are implemented in the limited and broad schools to know its effectiveness.

2. The Development Mechanism

Referring to the opinion of Mayer (Charles M. Reigeluth (ed), 1999: 148-157), the development of teaching materials of Indonesia history based on the local history can be conducted with the SOI model. In the development of teaching materials of Indonesian history through SOI model, the steps can be done through: (1) selecting or sorting materials. The first step is done in two sorting of the material, that are the oral history and the history in the form of historical sites in Surakarta. Oral history in

Surakarta as historical treasures is many more than the written history. Oral histories often do not only contain a past story, but they are also loaded with great values. The great/noble values held within the scope of history in Surakarta are very relevant in the development of character education which is being encouraged by the government. The historical great values are not only in the oral history, but also on the historical sites in Surakarta. (2) Organizing, this process involves the organizing on representation of the history values in the materials of Indonesia's historical curriculum. This step accommodates the values of local history in the form of oral history and the values of historical site in the materials of Indonesian history in high school. In this process, it is done by the selection, both time and materials selection that are tailored to the scope on the content of the national curriculum. Integrating, the selection results of the local material in accordance with the material in the scope of national historical curriculum are packaged in the form of textbook. After the historical instructional materials based on the local history are formed, the next step is the evaluation and dissemination in accordance with the steps of R & D method.

Before determining the instructional material, first it needs to identify the aspects of competence standards and basic competencies that the students must learn or master. These aspects need to be determined because every aspect of the competence standard and basic competencies requires types of different materials in the learning activities. Because of the various types of aspects on competency standards, learning materials can also be differentiated into material types of cognitive, affective, and psychomotor aspects. The learning material of the cognitive aspects in detail can be divided into four types, namely: facts, concepts, principles, and procedures (Reigeluth, 1987). The materials of facts type are the material such as object names, place names, people's names, symbols, historical

events, the name of the part or component of an object, and so forth. The materials of concept type are in the forms of understanding, definition, nature, and the content core. The principle materials are in the form of the argument types, formulas, adage postulates, paradigms, and theorem. The materials of procedures type are such as the steps to do something orderly, for example, the calling steps, the ways/steps of making salted eggs or the ways of making an electric bell. The learning materials of affective aspects include giving the response, reception (appreciation), internalization, and assessment. The learning materials of motoric aspects consist of initial motion, semi-routine motion, and routine motion.

The materials that will be taught need to be identified whether the kind of facts, concepts, principles, procedures, affective aspect, or a combination of more than one type of material. By identifying the types of material that will be taught, the teachers will get the ease to teach the materials. After the type of learning materials are identified, the next step is to select the type of material in accordance with the competence standards or basic competencies that the students need to master. To identify the type of learning materials is also important for the purposes of teaching the materials. Therefore, each type of learning material requires the different learning strategies or methods, media, and evaluation / assessment system. For example, the method of teaching materials of facts or memorization is by using "mnemonics", while the method to teach the procedure is the demonstration.

After the determined material type, the next step is to determine the source of instructional materials. The learning materials or instructional or teaching materials can be found from various sources such as: textbooks, magazines, journals, newspapers, internet, audiovisual media, etc.

DISCUSSION

The Understanding on The Local Historical Values

The research conducted in social class (IPS) at class XI in SMAN 1 Surakarta shows that some students have not studied to the extent of understanding on the context of local history. The students have not been able to learn the facts, concepts, principles, laws, theories, and ideas that emerged from the realm of Surakarta local wisdom at the memory level, so that they have not able to implement it effectively in solving those problems. In the present, knowledge and diversity of skills are needed by the students to be able to empower themselves to find, interpret, evaluate, and use information, and also deliver the creative ideas of discernment in decision making.

In the teaching of local history, the students get the examples and experiences from various levels of development of their communities. In short, they will more easily grasp the concept of time or developments that become the key to connect the past and the future according to the concept of history that combines three dimensions.

As it is known that the development of methods on teaching history has some alternative choices: first, it is the type of study on historical information from teaching the students without requiring students to be in the field. Second, the teachers can create models of surroundings/environmental exploration. This type can be applied to the students despite the depth intensity of the different material and riset. Third, the teachers can implement the model of historical visit as an attempt to explore the wealth of local history and its culture. Fourth, the teachers can have a learning model of historical tour as a means of visiting the historical sites. This model is similar to the historical visit. In the model of historical tour, the students enjoy historical objects like them as tourists and it is like a memorable recreation. Fifth, the teacher can choose a model of purely historical studies. It means that the teacher gives the assignment of purely historical research to the students with some restrictions that have been programmed well. Of the five alternative options can be

selected the fourth alternative in accordance with the objectives research that is a historical tour as a model of history teaching in history education majors.

Such responsibility should involve various elements of society, both government and academicians in the form of comprehension and understanding to the public of the importance and meaning of the study of history. Those efforts have been made by schools in Surakarta cooperating with the partner that is the Indonesia Colorful Foundation (Yayasan Warna-Warni Indonesia). This partnership is applied with a visit to the objects and historical sites related to the teaching of history in Surakarta. In that way, an appreciation of history runs well. Certainly without it, then history will be considered boring.

In learning it is needed the selection of instructional materials that are able to present local history materials. So far, the conditions of senior high schools in Surakarta have not had such teaching materials. Teaching materials used in these schools are textbooks that are issued by the Department of Education and Culture and supported by the National History of Indonesia and for exercise the students still use worksheets. Teaching materials are the information, the tools, and the text required by the teacher / instructor for the planning and review of the learning implementation. Teaching materials are all kinds of materials used to help the teachers / instructors in conducting classroom teaching and learning. The materials can be written or unwritten material. (National Center for Vocational Education Research Ltd / National Center for Competency Based Training). Teaching/instructional materials are a set of written or unwritten materials arranged systematically that creates an environment / atmosphere that allows students to learn. The teaching or instructional materials are knowledge, skills, and attitudes that students need to learn in order to achieve the specified standard of competence. In detail, the types of learning materials are arranged in a sequence of

knowledge (facts, concepts, principles, and procedures), skills, and attitudes or values.

The order of presentation (sequencing) of teaching materials is very important to determine the sequence of learning or teaching materials. Without the proper order, some learning materials that have a prerequisite relationship will make the students difficult to learn them, such as: the material of number operations on addition, subtraction, multiplication, and division. The students will have trouble to learn multiplication if this material has not been studied. The students will have difficulty in subtraction/reduction if the material has not been studied. The material that has been determined the scope and depth can be ordered into two basic approaches, namely: a procedural approach and hierarchical approach.

Procedural approach is a procedural sequence of learning material that describes the steps in the order in accordance with the steps to perform a task. For example, the calling steps are the steps to operate the video camera equipment. While the hierarchical approach shows sequence from bottom to top or from top to bottom. Previous material should be studied first as a prerequisite for the subsequent study material.

Local resources should be used for the teaching of history as a local resource utilization can serve as a starting point for efforts to establish a national identity through historical and cultural awareness. Basically historical awareness requires a few things. First, knowledge of the historical facts embody the nation of Indonesia and then brings the nation to independence. Second, knowledge of the efforts of the forces outside Indonesia is for control of power in Indonesia with the efforts of economic and military domination. Third, a strong partiality for the dignity and authority of the nation and state of Indonesia is in the face of other nations, after listening to the history of the nation.

Meanwhile, cultural awareness is characterized by four things. First,

knowledge about the various cultures shows the self-superiority and excellence. Second, open attitude to respect and try to understand the cultures of other ethnic groups/outside their tribe. Third, knowledge of the history of cultural development is formed at various stages of the past. Fourth, the definition / meaning that in addition to maintain and develop the cultural heritage elements, we as Indonesia nation are developing a new culture, national culture (Sedyawati, 2006: 330-331).

Learning the local history in every high school in Surakarta has different proportions, but essentially it is the same to introduce students to the history around them. According to one history teacher who was interviewed about the proportion of local history lessons at school, it can be said that in three meetings, he used the meeting to insert a local history lesson. While indeed, it is more exciting when appropriate learning method is implemented in learning local history. Unlike national history only presented with discussions and lectures will suffice as a method used by teachers. Based on this informan, the proportion of local history with national history can be said to be 70: 30. That is, 70% is a matter of national history, while 30% is a matter of local history. This is done so, the students can comprehend and understand the wealth of local history of their region without forgetting the national history as a basis for material discussed in the curriculum.

There are so many obstacles in learning local history dealing with conceptual and practical factors. Conceptually, one problem is that, as expressed by Said Hamid Hasan (2007: 189-190), especially for a senior high school that prepares students to pursue at higher education level, therefore, the ability of understanding and skills needed in the history lesson has been properly introduced to the students.

The results will be used as a means to improve the cultural appreciation, especially on the younger generation for inheritance of the noble values. It is reflected in the

symbolism of the structure and form of Joglo house containing the teachings of local wisdom values. Thus, the appreciation function as a means of cultural education is a revitalization attempt as well as learning the values of local wisdom that impact on the importance of re-existence of traditional houses that are almost extinct. This systematic effort at the same time is a form of cultural inheritance from generation to generation in a sustainable manner.

Literally, revitalization means process, manner, or action to consider again how important is something. Revitalization is also interpreted as a revision on a matter to be arranged, done, and adapted to be more useful in a broad sense (Hastanto, 2002: 1). Of the opinion can be concluded that revitalization is an attempt to make something (culture) by reviewing the shortcomings to be adapted to the conditions of the time in an effort to fulfil the more useful needs.

The lessons from historical past events are useful to give meaning along the life for the progress of the future. The objective of learning history is to transfer not only knowledge but also aesthetic values.

The facts especially in the senior high school in Surakarta show that the history subject is generally less attractive because of repeating the same material from the primary school level. Finally, the history subject is considered and judged by some students as a boring subject.

Nowdays, the existance of learning process in the classroom does not involve much the students' role or does not make the students active in the class. It is like to tolerate a silent culture in the class. It is caused by the informative history materials (cognitive trasfering) and less give stimulus to the reasonal/logical power and critical thinking of the students. Another factor is the gap between learning (teaching gab) of precious values that can be seen from the difficulty of developing the perspective of teaching history to anticipate the future and the conventional models of learning history.

The condition of teaching history in senior high school in Surakarta indicates that the teaching of history is dominated by memorization teaching with too stressed on "Chalk and Talk" and disregarded the element of development on higher intellectual ability. History subject is often a tedious lesson for the students. The students are conditioned to remember the names of the characters, places, and dates for events that are considered important in a historical period.

CONCLUSION

The major problem encountered in the development of local history is the availability of sources. The writing on local history events has not been widely available.

It becomes a constraint in learning local history. The constraints in the teaching of local history are time and cost. Due to the lack of sources, it takes time and money that needs enough attention of the history teachers. This has caused less enthusiasm for the history teachers to explore the potential of local history in their region. But this can be overcome by the use of the innovative instructional media on history so that the historical objects can be displayed in the classroom. Accommodation of local history in the history teaching can be developed with SOI model. The model is considered to be effectively implemented because the procedure in the SOI development is appropriate with the construction of local history materials.

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